Virtual Edge Activity Planning Examples

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Here are definitions and examples for the location and schedule modes. The first table shows how one activity might be revised as it's moved into different settings. The other tables present examples of several typical activities using technology in different settings.

Synchronous Learning: Learners and facilitators work at the same time and focus on the same information.

Synchronous in-person setting	Synchronous hybrid setting	Synchronous virtual setting
Learners and facilitators are in the same room at the same time to focus on a shared experience. ***Example:*** Students are in the same physical location and a guest speaker joins them. The presentation is followed by Q&A and discussion. Learners can ask questions aloud or text them to the facilitator using their tablets or phones.	Learners and facilitators are split among settings (some in the same room, others in a linked virtual setting) at the same time to focus on a shared experience. ***Example:*** Some students are in person and some online from other locations. A guest speaker joins by virtual platform, and the presentation is followed by Q&A and discussion. Students can choose whether to speak aloud or submit comments electronically.	Learners and facilitators are in the same virtual space at the same time to focus on a shared experience. ***Example:*** The session convenes on a virtual platform. Everyone watches a recorded TED talk, then goes into small groups in virtual breakout rooms to discuss content. Participants can join the discussion using the platform's chat feature or by raising their hands to speak.

Asynchronous Learning: Learners work at their own pace and often on their own schedules.

Asynchronous in-person setting	Asynchronous hybrid setting	A synchronous virtual setting
Learners work alone or in groups in the same room but at their own pace. Facilitators are present to answer questions or make suggestions. ***Example:*** Students use designated program time to do assigned tasks such as homework, conduct independent explorations in assigned resources or internet searches, or write in	Part of the time, learners work at their own pace and in their own space. At a designated time, they gather in person and online as a group to process the learning. Facilitators may provide resources or hold office hours to answer questions or guide the learning. ***Example:*** A week before a new activity begins, students and staff separately watch a	Learners work mainly in a virtual space and independently. Facilitators may provide resources or hold office hours to answer questions or make suggestions. ***Example:*** Students engage in a WebQuest or a virtual field trip from home. Using a box of program-provided supplies, each student builds a diorama of something interesting from the

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a journal (either on paper or online).	short, assigned video from home. The day before the activity starts, everyone meets at the program site (or online) to discuss how the activity will unfold.	WebQuest or field trip to share with their peers at the next synchronous session.

Instructor-Facilitated Learning: Facilitators provide direct support to help learners discover and process knowledge and skills.

Instructor-facilitated in-person setting	Instructor-facilitated hybrid setting	Instructor-facilitated virtual setting
Learners and facilitators work in the same room and interact as required by the activity they're all engaged in. ***Example:*** The facilitator monitors the room to answer questions, guide discussions and provide prompts for deeper exploration. Students take notes on paper or tablets, use a whiteboard or smartboard to brainstorm together, or take digital photos to illustrate project materials.	Learners do assigned tasks in person or in a virtual setting. Facilitators provide resources to support task work. ***Example:*** Facilitators introduce a note-taking strategy in a synchronous in-person setting, then have students practice the strategy as they pursue a reading or research assignment in an asynchronous virtual setting. The learning is processed during an in-person and virtual group discussion.	All tasks take place in virtual settings, some synchronous and some asynchronous. Facilitators provide some direct support and some assignments. Learners get practice through assigned resources and new knowledge through independent research. ***Example:*** Math tutors offer online group or one-on-one learning experiences, and then provide feedback when learners complete and submit assigned problem sets. Breakout rooms can also be used to provide small-group support.

Resource-Facilitated Learning: Learners use assigned or self-collected resources to discover and process new content or practice skills and knowledge.

Resource-facilitated in-person setting	Resource-facilitated hybrid setting	Resource-facilitated virtual setting
Facilitators provide resources to guide learners who work in collaborative groups to design solutions to a problem. ***Example:*** Students work in groups of five or six to consider ways to complete a	Facilitators introduce an exploration (some students in person, some online) around a specific academic or other need. Learners follow up with an assigned online exploration.	Facilitators select an online resource and make assignments for learners to complete. ***Example:*** The 21st CCLC program collaborates with school-day teachers to select open education resources

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NASA Challenge. They use an on-site learning center to explore concepts related to the challenge, then use a digital tool to create a mind map and list questions they want to investigate.	***Example:*** Students need to identify plot lines in literature. The facilitator shows a short, recorded lecture that explores the plot, then leads a brief discussion. Assigned online readings provide practice, and students process learning on an online discussion board.	(e.g., diagnostic tool and digital math tutoring program) and identifies concepts students need to master. Students complete assignments online and get feedback through the online tools. The group meets virtually to reflect and provide feedback.